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A Guide for Parents and Families About What Your KINDERGARTNER Should Be Learning In School This Year

SC EDUCATION OVERSIGHT COMMITTEE

This guide shares important information about the South Carolina Academic Standards. These standards outline state requirements for your child's learning program and what students across the state should be able to do in certain subjects.

A good educational system provides many tools that help children learn. Academic standards are useful for making sure:

- teachers know what is to be taught;
- children know what is to be learned; and
- parents and the public can determine how well the concepts are being learned.

The following pages provide information about the South Carolina Academic Standards for mathematics, English language arts, science and social studies for **Kindergarten.** The information can help you become familiar with what your child is learning at school and may include activities to reinforce and support your child's learning, selected book titles for additional reading, and Web site addresses for extended learning. Because sites change, please preview before students begin work. This version does not include every standard taught in **Kindergarten.** The complete South Carolina Academic Standards for each subject area can be found at www.sctlc.com or at http://ed.sc.gov.

The state-developed test, Palmetto Achievement Challenge Test (PACT), is based on the South Carolina Academic Standards and is administered in grades 3-8. The most current released PACT questions for all subject areas can be found online at http://www.ed.sc.gov/agency/offices/assessment/PACT/PACTReleaseItems.html.

South Carolina Academic Standards

Here are seven key reasons parents should be in the know about the academic standards:

1. Standards set clear, high expectations for student achievement. Standards tell what students need to do in order to progress through school on grade level.
2. Standards guide efforts to measure student achievement. Results of tests (PACT) on grade-level academic standards show if students have learned and teachers have taught for mastery.
3. Standards promote educational equity for all. Instruction in every school in the state will be based on the same academic standards.
4. Standards help parents determine if children in South Carolina are taught the same subject content as children across the nation. South Carolina Academic Standards have been compared with and matched to national standards as well as standards of other states to make sure that they are challenging.
5. Standards inform parents about the academic expectations for their child. Standards give parents more specific information for helping their child at home. Parents no longer have to guess the type of help their child needs to do better in school.
6. Standards enable parents to participate more actively in parent/teacher conferences. Knowledge of the academic standards helps parents understand more about what their child is learning and what they can do at each grade level. Parents are able to have conversations with teachers about student progress in specific areas and understand more completely the progress of their child.
7. Standards help parents see how the current grade level expectations are related to successive years' expectations. Parents are able to see how their child's knowledge is growing from one year to the next.

WEB RESOURCES

South Carolina Department of Education (SDE):
http://ed.sc.gov/agency/offices/cso/

South Carolina Education Oversight Committee (EOC):
http://eoc.sc.gov

South Carolina: Teaching, Learning, and Connecting (SCTLC):
www.sctlc.com

South Carolina Education Television (SCETV):
www.knowitall.org

ENGLISH LANGUAGE ARTS

Students should be able to:

Reading

- Use pictures as clues to the meaning of a story and predict what will happen next when a story is read aloud
- Understand that the person telling a story is called a narrator
- Understand sound devices in books read aloud such as animal sounds or words that have the same first letter/sound
- When retelling a story, know the characters, where the story takes place, and important details
- Explain how some words are important to the meaning of a story or poem
- Respond to a book by drawing a picture, acting out a scene, or writing sentences
- Read books for pleasure
- Know that fantasy stories are not true
- Summarize the main idea and details from nonfiction books read aloud
- Use class discussions to make inferences about a book
- Understand facts from nonfiction books read aloud
- Read books to learn new information
- Understand why books use headings, bold or italic words, graphs, and pictures
- Recognize a table of contents
- Explain the cause of an event described in a book read aloud
- Use pictures and other words to understand the meaning of new words
- Change a word by adding an *–s* or *–ing* ending
- Use new words learned from people, books, or the media
- Read words that are frequently used
- Use rhymes, poems and songs to improve reading and create words orally
- Read loudly enough to be heard
- Match most sounds to the appropriate letters
- Understand that compound words are made up of two or more small words
- Recognize capital and lowercase letters and recall their order in the alphabet
- Classify words by their beginning or ending sounds
- Make new words when talking by adding, deleting or changing sounds
- Make connections to the world, other stories, and oneself to better understand books
- Understand signs and logos
- Hold books and turn pages correctly
- Distinguish between letters and words

Writing

- Get ideas for writing by talking to others and looking at pictures
- Tell a story from beginning to end by using pictures, letters, or words
- Use the correct form of capital and lowercase letters
- Understand that a person's name is a proper noun
- Use knowledge of spelling and grammar to edit writing with teacher support
- Write notes, stories, descriptions and rhymes by using drawings, letters, or words

Research and Oral Communication

- Ask *how* and *why* questions about a subject of interest
- Understand that information can be found in a variety of sources
- Classify information into categories
- Use complete sentences when speaking
- Understand and follow oral one- and two-step directions

Activities

- Talk to your child. Answer and ask *how* and *why* questions.
- Provide materials to create stories with pictures and words—scissors, papers, glue, buttons, glitter, markers, etc.
- Have your child tell you about pictures he draws. Write down the story he/she shares.
- Make up stories to go with coloring book pages
- Play "I Spy," looking for letters, words or signs while traveling
- Read or say nursery rhymes with your child
- Play rhyming word games with your child. For example, ask your child to tell you a word that sounds like "cat."
- Allow your child to explain the cause of an event in a story in his own way
- Read aloud to your child and ask him/her to identify who is telling the story or the narrator
- Sing or say the alphabet with your child
- Allow your child to read and write, JUST FOR FUN!

Books

- DePaola, Tomie. *Strega Nona*
- Dorros, Arthur. *Abuela*
- Freeman, Don. *Corduroy*
- Greenfield, Eloise. *Grandpa's Face*
- Henkes, Kevin. *Julius, the Baby of the World*
- Rylant, Sylvia. *The Relatives Came*
- Willliams, Vera. *A Chair for My Mother*
- Zimmerman, Andrea. *Trashy Town*

Web Sites

- Carol Hurst's Children's Literature Site – http://www.carolhurst.com
- Learning Page.com – http://www.sitesforteachers.com
- National Parent Teacher Association – http://www.pta.org
- Surfing the Net with Kids – http://www.surfnetkids.com
- United States Department of Education – http://www.ed.gov/parents
- University of Oregon – http://reading.uoregon.edu/big_ideas/index.php
- Stories from the Web – http://www.storiesfromtheweb.org
- American Library Association – http://www.ala.org/ala/booklist/booklist.htm

MATHEMATICS

Students should be able to:

Numbers and Operations

- Compare sets of objects
- Recognize the effect of addition and subtraction
- Represent place value within specified ranges

Algebra

- Classify based on attributes

Geometry

- Identify two-dimensional and three-dimensional shapes
- Represent basic two-dimensional shapes
- Use positional and directional words to describe location and movement

Measurement

- Tell time to the hour and use a calendar
- Make nonstandard measurements and identify measuring devices

Data Analysis and Probability

- Organize data in simple graphic displays and interpret data

Activities:

Have your child:

- Compare groups of objects using words such as *less than, more than,* or *the same number*
- Go on an object hunt. Categorize pictures/items around the room according to common attributes, such as being the same color.
- Identify a ruler as a tool used to measure how long something is
- Go on a shape hunt and identify squares, circles, triangles, and rectangles
- Go on a shape hunt and identify cubes, spheres, and cylinders
- Ask three people's favorite ice cream flavor. Organize the answers into a graph by drawing pictures of ice cream cones.
- Use the terms *near, far, below, above, beside, next to, across from,* and *between* to describe the location of objects in your room
- Make up and play a game that uses the terms *left* and *right* to describe directions
- Use digital and analog clocks to tell time to the hour
- Play common board games that require counting moves, including moving forward (addition) or backwards (subtraction)

Books:

- Awdry, W., et al. *Thomas the Tank Engine Counts to Ten*
- Dr. Seuss. *One Fish Two Fish Red Fish Blue Fish*
- Ehlert, Lois. *Fish Eyes: A Book You Can Count On*
- Giganti, Paul. *How Many Snails*
- Gerth, Melanie. *Ten Little Ladybugs*
- Hutchins, Pat. *Don't Forget the Bacon*
- Kwas, Susan Estelle. *Learning Block Books: Numbers, Colors, Shapes, Animals*
- Miranda, Anne. *Monster Math.*
- Murphy, Chuck. *One To Ten Pop-Up Surprises*
- Sabuda, Robert. *Cookie Count: A Tasty Pop-Up*
- Wilson, Karma. *A Frog In The Bog*

Web Sites:

- http://math.rice.edu/~lanius/counting/robcount.html – Interactive math activities
- http://www.edu4kids.com – Interactive site to practice basic facts
- http://www.funbrain.com/index.html – Interactive math activities

SCIENCE

Students should be able to:

Inquiry and Process Skills

- Identify observed objects or events by using the senses
- Use tools (including magnifiers and eyedroppers) safely, accurately, and appropriately
- Predict and explain information or events based on observation or previous experience
- Compare objects by using nonstandard units of measurement
- Use appropriate safety procedures when conducting investigations

Characteristics of Organisms

- Recognize what organisms need to stay alive (including air, water, food, and shelter)
- Identify examples of organisms and nonliving things
- Match parents with their offspring to show that plants and animals closely resemble their parents
- Compare individual examples of a particular type of plant or animal to determine that there are differences among individuals
- Recognize that all organisms go through stages of growth and change called life cycles

My Body

- Identify the distinct structures in the human body that are for walking, holding, touching, seeing, smelling, hearing, talking, and tasting
- Identify the functions of the sensory organs (including the eyes, nose, ears, tongue, and skin)

Seasonal Changes

- Identify weather changes that occur from day-to-day
- Compare the weather patterns that occur from season to season
- Summarize ways that the seasons affect plants and animals

Exploring Matter

- Classify objects by observable properties (including size, shape, magnetic attraction, heaviness, texture, and the ability to float in water)
- Compare the properties of different types of materials (including wood, plastic, metal, cloth, and paper) from which objects are made

Activities

Have your child:

- Cut pieces of fabric, cork, paper and other such items into similar shapes. With eyes closed, try to identify the different materials based on touch.
- Collect leaves and sort them by size, shape, color, and texture. Have your child invent a way to measure the size using an object other than a ruler such as his hand.
- Go to a zoo and ask your child to predict what animals in the same section of the zoo have in common
- Track the weather for several days in a row and ask your child to try to predict the next day's weather. Ask him/her to tell you why he/she predicted what would happen.
- Discover what objects will stick to a kitchen magnet
- Identify an object by the type of material from which it is made (wood, plastic, metal, cloth, or paper)

Books:

- Aliki. *My Five Senses*
- Aliki. *My Visit to the Zoo*
- Fowler, Allan. *What Magnets Can Do*
- Gibbons, Gail. *Seasons of Arnold's Apple Tree*
- Hall, Zoe. *The Surprise Garden*
- Hickman, Pamela. *A Seed Grows*
- Kingfisher Publishing. *Animal Babies on the Farm*

Web Sites:

- AAAS Science Netlinks - www.sciencenetlinks.com
- National Parent Information Network - www.npin.org
- National Wildlife Federation - www.nwf.org/kids/

SOCIAL STUDIES

Students should be able to:

Children as Citizens: An Introduction to Social Studies

- Compare the daily lives of children and their families in the United States in the past with the daily lives of children and their families today
- Explain how changes in communication and transportation have changed how families live and work
- Explain the purposes of rules and laws and the consequences of breaking them
- Summarize the roles of people in authority in a child's life
- Identify people in the community and school who enforce the rules that keep people safe
- Recognize the significance of things that represent the values and principles of American democracy
- Illustrate the significant actions of important American figures
- Identify the reasons for celebrating national holidays
- Identify qualities of good citizenship
- Demonstrate good citizenship behaviors
- Identify the location of school, home, neighborhood, community, city/town, and state on a map
- Provide examples of personal connections to home, school, and neighborhood
- Construct a simple map
- Recognize natural features of the environment
- Classify community businesses by the goods and services they provide
- Summarize methods used to buy goods and services
- Match descriptions of work to the names of jobs in the school and local community, in the past, and present

Activities:

Have your child:

- Participate in a family game night. Help your child to learn to follow the rules of the game, including taking turns. Discuss why following the rules makes the game fun for everyone.
- Visit with older members of the family. Discuss ways life was different years ago.
- Volunteer to pick up litter or do something else that helps the community. Talk about how this shows good citizenship.
- Identify or give examples of natural landmarks in your community that make it unique
- Participate in "Take Your Son/Daughter to Work Day." Discuss different kinds of jobs with your child.
- Identify your city on a local map and your state on a United States map
- Point out the U.S. flag, eagles, patriotic songs, or other American symbols of democracy during different activities, such as going to the post office or a baseball game. Discuss the significance of these symbols.
- Point out people who should keep him/her safe, such as the crossing guard or a police officer

Books:

- Barnes, Peter and Cheryl. *Woodrow, the White House Mouse*
- Barnes, Peter and Cheryl. *House Mouse, Senate Mouse*
- Barnes, Peter and Cheryl. *Marshal, the Courthouse Mouse*
- Barnes, Peter and Cheryl. *Woodrow for President*
- Brisson, Pat. *Benny's Pennies*
- Halliman, P.K. *For the Love of the Earth*
- Hoban, Tana. *I Read Symbols*
- Hoberman, Mary Ann. *A House Is a House for Me*
- Hudson, Cheryl W. and Bernette G. Ford. *Bright Eyes, Brown Skin*
- Keenan, Sheila. *O, Say Can You See? America's Symbols, Landmarks, and Important Words*
- Leedy, Loreen. *Mapping Penny's World*
- Leddy, Loreen. *Who's Who in my Family?*
- Parish, Peggy. *Amelia Bedelia's Family Album*

Web Sites:

- Children's Books - www.cbcbooks.org
- National Geographic - www.nationalgeographic.com
- Public Broadcast System (PBS) - www.pbs.org
- Primary Games - www.primarygames.com
- U.S. Mint - www.usmint.gov
- Weekly Reader - www.weeklyreader.com

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